

SELF AND PERSONALITY

STUDY-NOTES

● PERSONAL AND SOCIAL IDENTITY

- ❖ **Personal identity:** Personal identity refers to those attributes of a person that make them different from others. For example, a person's name, beliefs, etc.
- ❖ **Social identity:** Social identity refers to those aspects of a person that link them to a social or cultural group or are derived from it. For example, I am athiest, Bengali, Indian, etc.

● Concept of SELF

- ❖ Self refers to the totality of an individual's conscious experiences, ideas, thoughts and feelings with regard to herself or himself.

❖ Kinds of self:

- **Biological self:** Our biological needs lead to the development of a 'biological self'.
- **Personal self:** The personal self leads to an orientation in which one feels primarily concerned with oneself. Emphasis comes to be laid on those aspects of life that relate to the concerned person, such as personal freedom, personal responsibility, etc.
- **Social/relational self:** The social self emerges in relation with others and emphasises such aspects of life as cooperation, unity, affiliation, sacrifice, support or sharing. This self values family and social relationships. Hence, it is also referred to as *familial or relational self*.

❖ Self as a Subject and Object

- When the self is described as an entity that does something, the self is described as a 'subject' (e.g., I am a dancer).
- When the self is described as an entity on which something is done, the self is described as an 'object' which gets affected (e.g., I easily get hurt).

● COGNITIVE AND BEHAVIOURAL ASPECTS OF SELF

- ❖ **Self-concept:** The way we perceive ourselves and the ideas we hold about our competencies and attributes is also called self- concept.
- ❖ **Self esteem:** As persons we always make some judgment about our own value or worth. This value judgment of a person about herself/himself is called self-esteem.
- ❖ **Self efficacy:** People differ in the extent to which they believe they themselves control their life outcomes or the outcomes are controlled by luck or fate or other situational factors (e.g., passing an examination).
- ❖ **Self regulation:** People, who are able to change their behaviour according to the demands of the external environment, are high on self-monitoring. Self-regulation refers to our ability to organise and monitor our own behaviour.

● EFFECTIVE TECHNIQUES OF SELF-CONTROL

- ❖ **Observation** of own behaviour is one of them. This provides us with necessary information that may be used to change, modify, or strengthen certain aspects of self.
- ❖ **Self-instruction** is another important technique. We often instruct ourselves to do something and behave the way we want to. Such instructions are quite effective in self-regulation.

❖ **Self-reinforcement** is the third technique. This involves rewarding behaviours that have pleasant outcomes. For example, you may go to see a movie with friends, if you have done well in an examination.

● CULTURE AND SELF

❖ Indian Context

- The Indian view of self is characterised by the shifting nature of the boundary between self and the other.
- In the Indian culture, the self is generally not separated from one's own group; rather both remain in a state of harmonious co-existence. Hence, many Asian cultures are characterised as collectivistic.

❖ Western Context

- In the Western view of the boundary between the self and the other, the distinction is relatively fixed.
- The self and the group exist as two different entities with clearly defined boundaries. Individual members of the group maintain their individuality. They often remain at a distance and are hence called individualistic cultures.

● Concept of PERSONALITY

❖ Personality refers to our characteristic ways of responding to individuals and situations.

❖ **Major Approaches to the Study of Personality:** A number of approaches and theories based on different models of human behaviour have been developed to understand and explain behavioural differences among individuals, and behavioural consistencies within an individual.

1. Type Approaches

- The type approaches attempt to comprehend human personality by examining certain broad patterns in the observed behavioural characteristics of individuals.
- Each behavioural pattern refers to one type in which individuals are placed in terms of the similarity of their behavioural characteristics with that pattern.

(i) **Hippocrates:** The Greek physician Hippocrates had proposed a typology of personality based on fluid or humour. He classified people into four types (i.e., sanguine, phlegmatic, melancholic and choleric); each characterised by specific behavioural features.

(ii) **Charak Samhita (treatise):** In India, *Charak Samhita*, a famous treatise on *Ayurveda*, classifies people into the categories of vata, pitta and kapha on the basis of three humoral elements called tridosha. Each refers to a type of temperament, called prakriti (basic nature) of a person.

(iii) **Triguna:** There is a typology of personality based on the trigunas, i.e. *sattva*, *rajas*, and *tamas*.

- *Sattvaguna* includes attributes like cleanliness, truthfulness, dutifulness, detachment, discipline, etc.
- *Rajasguna* includes intensive activity, desire for sense gratification, dissatisfaction, envy for others, and a materialistic mentality, etc.
- *Tamaguna* characterises anger, arrogance, depression, laziness, feeling of helplessness, etc.

(iv) **Sheldon:** Using body build and temperament as the main basis, Sheldon proposed the Endomorphic, Mesomorphic, and Ectomorphic typology.

- The *endomorphs* are fat, soft and round. By temperament they are relaxed and sociable.
- The *mesomorphs* have strong musculature, are rectangular with a strong body build. They are energetic and courageous.
- The *ectomorphs* are thin, long and fragile in body build. They are brainy, artistic and introverted. These body typologies are simple, and have limited use in predicting behaviour of individuals.

(v) **Carl Jung:** Jung has proposed an important typology by grouping people into introverts and extraverts.

- According to this typology, introverts are people who prefer to be alone, tend to avoid others, withdraw themselves in the face of emotional conflicts, and are shy.
- Extroverts, on the other hand, are sociable, outgoing, drawn to occupations that allow dealing directly with people, and react to stress by trying to lose themselves among people.

(vi) **Friedman and Rosenman//Morris:** In recent years, Friedman and Rosenman have classified individuals into Type-A and Type-B personalities. The two researchers were trying to identify psychosocial risk factors when they discovered these types.

- People characterised by Type-A personality seem to possess high motivation, lack patience, feel short of time, be in a great hurry, and feel like being always burdened with work. They find it difficult to slow down and relax. They are more susceptible to problems like hypertension and coronary heart disease (CHD).
- A Type-B personality can be understood as the absence of Type-A traits.
- Type C and D personalities: Morris has suggested a Type-C personality, which is prone to cancer. Individuals characterised by this personality are cooperative, unassertive and patient. They suppress their negative emotions (e.g., anger), and show compliance to authority.
- More recently, a Type-D personality has been suggested, which is characterised by proneness to depression.

2. Trait Approaches

- The trait approach focuses on the specific psychological attributes along which individuals tend to differ in consistent and stable ways.
- For example, one person may be less shy, whereas another may be more; or one person may be less friendly, whereas another may be more.

Characteristics of Traits

- A trait is considered as a relatively enduring attribute or quality on which one individual differs from another.
- Traits are relatively stable over time.
- They are generally consistent across situations.
- Their strengths and combinations vary across individuals leading to individual differences in personality.

Theories of Personality

(i) **Gordon Allport (Pioneer of Trait Approach):** He proposed that individuals possess a number of traits, which are dynamic in nature. They determine behaviour in such a manner that an individual approaches different situations with similar plans.

- The traits integrate stimuli and responses which otherwise look dissimilar.
- Allport categorised traits into cardinal, central, and secondary.
- Cardinal traits are highly generalised dispositions. They indicate the goal around which a person's entire life seems to revolve. Mahatma Gandhi's non-violence and Hitler's Nazism are examples of cardinal traits.
- Less pervasive in effect, but still quite generalised dispositions, are called central traits. These traits (e.g., warm, sincere, diligent, etc.) are often used in writing a testimonial or job recommendation for a person.
- The least generalised characteristics of a person are called secondary traits. Traits such as 'likes mangoes' or 'prefers ethnic clothes' are examples of secondary traits.

(ii) **Raymond Cattell (Personality Factors):** Cattell found 16 primary or source traits. The source traits are stable, and are considered as the building blocks of personality.

- There are also a number of surface traits that result out of the interaction of source traits.
- Cattell described the source traits in terms of opposing tendencies.
- He developed a test, called Sixteen Personality Factor Questionnaire (16PF), for the assessment of personality. This test is widely used by psychologists.

(iii) **H.J. Eysenck:** He proposed that personality could be reduced into two broad dimensions. These are biologically and genetically based.

- **Neuroticism vs. emotional stability:** It refers to the degree to which people have control over their feelings. At one extreme of the dimension, we find people who are neurotic. They are anxious, moody, touchy, restless and quickly lose control. At the other extreme lie people who are calm, even-tempered, reliable and remain under control.

- **Extraversion vs. introversion:** It refers to the degree to which people are socially outgoing or socially withdrawn. At one extreme are those who are active, gregarious, impulsive and thrill-seeking. At the other extreme are people who are passive, quiet, cautious and reserved.
- **Psychoticism vs. Sociability:** Later, Eysenck proposed a third dimension, called Psychoticism vs. Sociability, which is considered to interact with the first two dimensions. A person who scores high on psychoticism dimension tends to be hostile, egocentric, and antisocial. Eysenck Personality Questionnaire is the test which is used for studying these dimensions of personality.

● INTERACTIONAL APPROACH

- ❖ The interactional approach holds that situational characteristics play an important role in determining our behaviour.
- ❖ People may behave as dependent or independent not because of their internal personality trait, but because of external rewards or threats available in a particular situation.

● PSYCHODYNAMIC APPROACH

- ❖ Freud used:
 - free association:* a method in which a person is asked to openly share all the thoughts, feelings and ideas that come to her/his mind,
 - dream analysis,* and
 - analysis of errors* to understand the internal functioning of the mind.

Levels of Consciousness

Freud's theory considers the sources and consequences of emotional conflicts and the way people deal with these. In doing so, it visualises the human mind in terms of three level of consciousness.

Conscious	includes the thoughts, feelings and actions of which people are aware.
Pre-conscious	includes mental activity of which people may become aware only if they attend to it closely.
Unconscious	includes mental activity that people are unaware of.

- ❖ **Freud's Theories:** Freud developed a therapeutic procedure, called psychoanalysis. The basic goal of psychoanalytic therapy is to bring the repressed unconscious materials to consciousness, thereby helping people to live in a more self-aware and integrated manner.

Structure of Personality

In terms of individual functioning Freud thought of the unconscious as being composed of three competing forces: the primary structural elements of personality, i.e. id, ego, and superego.

- They reside in the unconscious as forces, and they can be inferred from the ways people behave.
- In some people, the id is stronger than the superego; in others, it is the superego.
- The relative strength of the id, ego and superego determines each person's stability.
- Freud also assumed that id is energised by two instinctual forces, called life instinct and death instinct.
- He paid less attention to the death instinct and focused more on the life (or sexual) instinct.
- The instinctual life force that energises the id is called libido. It works on the pleasure principle, and seeks immediate gratification.

Id	It is the source of a person's instinctual energy. It deals with immediate gratification of primitive needs, sexual desires and aggressive impulses.
Ego	It grows out of id, and seeks to satisfy an individual's instinctual needs in accordance with reality.
Super-ego	The superego tells the <i>id</i> and the <i>ego</i> whether gratification in a particular instance is ethical. It helps control the id by internalising the parental authority through the process of socialisation. For example, if a boy sees and wants an ice-cream cone and asks his mother for it, his superego will indicate that his behaviour is morally correct.

Ego Defence Mechanisms

- According to Freud, much of human behaviour reflects an attempt to deal with or escape from anxiety. Thus, how the ego deals with anxiety largely determines how people behave.

- Freud believed that people avoid anxiety mainly by developing defence mechanisms that try to defend the ego against the awareness of the instinctual needs. Thus, defence mechanism is a way of reducing anxiety by distorting reality.
- Although some defence against anxiety is normal and adaptive, people who use these mechanisms to such an extent that reality is truly distorted develop various forms of maladjustment.
- People who use defence mechanisms are often unaware of doing so.
- Freud has described following *kinds of defence mechanisms*:

<i>Repression</i>	Anxiety-provoking behaviours or thoughts are totally dismissed by the unconscious. When people repress a feeling or desire, they become totally unaware of that wish or desire.
<i>Projection</i>	In projection, people attribute their own traits to others.
<i>Denial</i>	In denial, a person totally refuses to accept reality.
<i>Reaction Formation</i>	In reaction formation, a person defends against anxiety by adopting behaviours opposite to her/his true feelings.
<i>Rationalisation</i>	In rationalisation, a person tries to make unreasonable feelings or behaviour seem reasonable and acceptable.

Stages of Personality/Psychosexual Development

- Freud claims that the core aspects of personality are established early, remain stable throughout life, and can be changed only with great difficulty.
- He proposed a five-stage theory of personality development. Problems encountered at any stage may arrest development, and have long-term effect on a person's life.

Five-stage Theory of Personality Development

<i>Oral Stage</i>	<ul style="list-style-type: none"> ✓ A newborn's instincts are focused on the mouth. This is the infant's primary pleasure seeking centre. ✓ It is through the mouth that the baby obtains food that reduces hunger. ✓ The infant achieves oral gratification through feeding, thumb sucking, biting and babbling. ✓ It is during these early months that people's basic feelings about the world are established. ✓ Thus, for Freud, an adult who considers the world a bitter place probably had difficulty during the oral stage of development.
<i>Anal Stage</i>	<ul style="list-style-type: none"> ✓ It is found that around ages two and three the child learns to respond to some of the demands of the society. ✓ One of the principal demands made by parents is that the child learns to control the bodily functions of urination and defecation. ✓ Most children at this age experience pleasure in moving their bowels. ✓ The anal area of the body becomes the focus of certain pleasurable feelings. ✓ This stage establishes the basis for conflict between the id and the ego, and between the desire for babyish pleasure and demand for adult, controlled behaviour.
<i>Phallic Stage</i>	<ul style="list-style-type: none"> ✓ This stage focuses on the genitals. At around ages four and five children begin to realise the differences between males and females. ✓ They become aware of sexuality and the sexual relationship between their parents. It is of two types: <ul style="list-style-type: none"> (i) <i>Oedipus</i>: During this stage, the male child experiences the Oedipus Complex, which involves love for the mother, hostility towards the father, and the consequent fear of punishment or castration by the father (Oedipus was a Greek king who unknowingly killed his father and then married his mother). (ii) <i>Electra</i>: For girls, the Electra complex (after Electra, a Greek character, who induced her brother to kill their mother) follows a slightly different course. By attaching her love to the father a girl tries to symbolically marry him and raise a family.

<i>Latency Stage</i>	<ul style="list-style-type: none"> ✓ This stage lasts from about seven years until puberty. ✓ During this period, the child continues to grow physically, but sexual urges are relatively inactive. ✓ Much of a child's energy is channelled into social or achievement-related activities.
<i>Genital Stage</i>	<ul style="list-style-type: none"> ✓ During this stage, the person attains maturity in psychosexual development. ✓ The sexuality, fears and repressed feelings of earlier stages are once again exhibited. ✓ People learn to deal with members of the opposite sex in a socially and sexually mature way. ✓ However, if the journey towards this stage is marked by excessive stress or over-indulgence, it may cause fixation to an earlier stage of development.

- **Fixation:** Failure of a child to pass successfully through a stage leads to fixation to that stage. In this situation, the child's development gets arrested at an earlier stage. For example, a child who does not pass successfully through the phallic stage fails to resolve the Oedipal complex and may still feel hostile toward the parent of the same sex.
- **Regression:** It takes a person back to an earlier stage. Regression occurs when a person's resolution of problems at any stage of development is less than adequate. In this situation, people display behaviours typical of a less mature stage of development.

❖ **Post-Freudian/Neo-Analytic Approaches**

(i) Carl Jung (Aims and Aspirations):

- He developed his own theory of personality, called analytical psychology.
- He claimed that there was a collective unconscious consisting of archetypes or primordial images. These are not individually acquired, but are inherited.
- They are found in myths, dreams and arts of all mankind (e.g., The God or The Mother).

(ii) Karen Horney (Optimism):

- She argued that psychological disorders were caused by disturbed interpersonal relationship during childhood.
- When parents' behaviour toward a child is indifferent, discouraging, and erratic, the child feels insecure and a feeling called basic anxiety results. Deep resentment toward parents or basic hostility occurs due to this anxiety.
- By showing excessive dominance or indifference, or by providing too much or too little approval, parents can generate among children feelings of isolation and helplessness which interfere with their healthy development.

(iii) Alfred Adler (Lifestyle and Social Interest):

- Adler's theory is known as individual psychology.
- His basic assumption is that human behaviour is purposeful and goal-directed.
- Our personal goals are the sources of our motivation.
- The goals that provide us with security and help us in overcoming the feelings of inadequacy are important in our personality development.
- In Adler's view, every individual suffers from the feelings of inadequacy and guilt, i.e. inferiority complex, which arise from childhood.
- Overcoming this complex is essential for optimal personality development.

(iv) Erich Fromm (The Human Concerns):

- Erich Fromm holds that character traits (personality) develop from our experiences with other individuals.
- His work recognises the value of positive qualities, such as tenderness and love in personality development.

(v) Erik Erikson (Search for Identity):

- In his theory, development is viewed as a lifelong process, and ego identity is granted a central place in this process.

- His concept of identity crisis of adolescent age has drawn considerable attention.
- Erikson argues that young people must generate for themselves a central perspective and a direction that can give them a meaningful sense of unity and purpose.

❖ **Criticisms:** Psychodynamic theories face strong criticisms from many quarters:

- The theories are largely based on case studies; they lack a rigorous scientific basis.
- They use small and atypical individuals as samples for advancing generalisations.
- The concepts are not properly defined, and it is difficult to submit them to scientific testing.
- Freud has used males as the prototype of all human personality development. He overlooked female experiences and perspectives.

● **BEHAVIOURAL APPROACH**

- ❖ The behaviourists believe in data, which they feel are definable, observable, and measurable. Thus, they focus on learning of stimulus-response connections and their reinforcement.
- ❖ According to them, personality can be best understood as the response of an individual to the environment. They see the development simply as a change in response characteristics, i.e. a person learns new behaviours in response to new environments and stimuli.
- ❖ The structural unit of personality is the response. Each response is a behaviour, which is emitted to satisfy a specific need.
- ❖ According to the behavioural approach, children may initially learn a response in anticipation of appreciation (reinforcement). Later on they may acquire the response too. Thus, the core tendency that organises behaviour is the reduction of biological or social needs that energise behaviour.

● **CULTURAL APPROACH**

- ❖ This approach attempts to understand personality in relation to the features of ecological and cultural environment.
- ❖ It proposes that a group's 'economic maintenance system' plays a vital role in the origin of cultural and behavioural variations.
- ❖ The climatic conditions, the nature of terrain of the habitat and the availability of food (flora and fauna) determine people's economic activities, their settlement patterns, social structures, division of labour, and other features such as child rearing practices. People's skills, abilities, behavioural styles, and value priorities are viewed as strongly linked to these features.
- ❖ Rituals, ceremonies, religious practices, arts, recreational activities, games and play are the means through which people's personality gets projected in a culture.
- ❖ The cultural approach considers personality as an adaptation of individuals or groups to the demands of their ecology and culture.

● **HUMANISTIC APPROACH**

- ❖ Carl Rogers and Abraham Maslow have particularly contributed to the development of humanistic perspective on personality.

1. **Carl Rogers**

- Rogers' theory grew out of his experiences of listening to patients in his clinic.
- He noted that self was an important element in the experience of his clients. Thus, his theory is structured around the concept of self.
- It assumes that people are constantly engaged in the process of actualising their true self.
- The basic *features of this theory* are:

<i>Fully functional self</i>	<ul style="list-style-type: none"> ✓ The most important idea proposed by Rogers is that of a fully functioning person. ✓ He believes that fulfilment is the motivating force for personality development. ✓ People try to express their capabilities, potentials and talents to the fullest extent possible.
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<i>Goal-directed self-actualisation</i>	<ul style="list-style-type: none"> ✓ Rogers makes two basic assumptions about human behaviour. ✓ One is that behaviour is goal-directed and worthwhile. ✓ The second is that people (who are innately good) will almost always choose adaptive, self-actualising behaviour.
<i>Ideal self</i>	<ul style="list-style-type: none"> ✓ Rogers suggests that each person also has a concept of ideal self. ✓ An ideal self is the self that a person would like to be. ✓ When there is a correspondence between the real self and ideal self, a person is generally happy. ✓ Discrepancy between the real self and ideal self often results in unhappiness and dissatisfaction. ✓ Rogers' basic principle is that people have a tendency to maximise self-concept through self-actualisation. ✓ In this process, the self grows, expands and becomes more social.
<i>Client-centred therapy</i>	<ul style="list-style-type: none"> ✓ This situation warrants that an atmosphere of unconditional positive regard must be created in order to ensure enhancement of people's self-concept. ✓ The client-centred therapy that Rogers developed basically attempts to create this condition.

2. Abraham Maslow

- Maslow has given a detailed account of psychologically healthy people in terms of their attainment of self-actualisation, a state in which people have reached their own fullest potential.
- Maslow had an optimistic and positive view of man who has the potentialities for love, joy and to do creative work. Human beings are considered free to shape their lives and to self-actualise.
- Self-actualisation becomes possible by analysing the motivations that govern our life. The real journey of human life begins with the pursuit of self-esteem and self-actualisation needs.

● ASSESSMENT OF PERSONALITY

- ❖ A formal effort aimed at understanding personality of an individual is termed as *personality assessment*.
- ❖ Assessment refers to the procedures used to evaluate or differentiate people on the basis of certain characteristics.
- ❖ The goal of assessment is to understand and predict behaviour with minimum error and maximum accuracy.

❖ *Techniques of Assessment:*

- Psychometric tests
- Projective techniques
- Self-report measures
- Behavioural analysis.

Self-Report Measures:

- Gordon Allport suggested that the best method to assess a person is by asking her/him about herself/himself. This led to the use of *self-report measures*.
- These are fairly structured measures, often based on theory, that require subjects to give verbal responses using some kind of rating scale.
- The method requires the subject to objectively report her/his own feelings with respect to various items. The responses are accepted at their face value.
- Well-known *self-report measures* include the following techniques:

<i>The Minnesota Multiphasic Personality Inventory (MMPI) by Hathaway and McKinley</i>	<ul style="list-style-type: none"> ✓ It consists of 567 statements. The subject has to judge each statement as 'true' or 'false' for her/him. ✓ The test is divided into 10 subscales, which seek to diagnose hypochondriasis, depression, hysteria, psychopathic deviate, masculinity-femininity, paranoia, psychasthenia, schizophrenia, mania and social introversion. ✓ Hathaway and McKinley developed this test as a helping tool for psychiatric diagnosis, but the test has been found very effective in identifying varieties of psychopathology.
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<p><i>Eysenck Personality Questionnaire</i> by H.J. Eysenck</p>	<ul style="list-style-type: none"> ✓ This test initially assessed two dimensions of personality, called <i>introverted-extraverted</i> and <i>emotionally stable-emotionally unstable</i>. ✓ These dimensions are characterised by 32 personality traits. ✓ Later on, Eysenck added a third dimension, called <i>psychoticism</i>. ✓ Psychoticism is linked to psychopathology that represents a lack of feeling for others, a tough manner of interacting with people, and a tendency to defy social conventions.
<p><i>Sixteen Personality Factor Questionnaire (16 PF)</i> by Raymond Cattell</p>	<ul style="list-style-type: none"> ✓ On the basis of his studies, Cattell identified a large set of personality descriptors, which were subjected to factor analysis to identify the basic personality structure. ✓ The test provides with declarative statements, and the subject responds to a specific situation by choosing from a set of given alternatives. ✓ The test can be used with high school level students as well as with adults. ✓ It has been found extremely useful in career guidance, vocational exploration, and occupational testing.

Limitations:

- *Social desirability* is a tendency on the part of the respondent to endorse items in a socially desirable manner.
- *Acquiescence* is another issue. It is a tendency of the subject to agree with items/questions irrespective of their contents. It often appears in the form of saying ‘yes’ to items. These tendencies render the assessment of personality less reliable.

● **PROJECTIVE TECHNIQUES**

❖ Projective techniques were developed to assess unconscious motives and feelings.

❖ **Features of Projective Techniques:**

- The stimuli are relatively or fully unstructured and poorly defined.
- The person being assessed is usually not told about the purpose of assessment and the method of scoring and interpretation.
- The person is informed that there are no correct or incorrect responses.
- Each response is considered to reveal a significant aspect of personality.
- Scoring and interpretation are lengthy and sometimes subjective.

❖ **Types of Projective Techniques:** Different types of projective techniques are as follows.

<p><i>Rorschach Ink Blot Test</i> (Hermann Rorschach)</p>	<ul style="list-style-type: none"> ✓ The test consists of 10 inkblots. Five of them are in black and white, two with some red ink, and the remaining three in some pastel colours. ✓ The blots are symmetrical in design with a specific shape or form. ✓ Each blot is printed in the centre of a white cardboard of about 7” × 10” size. The cards are administered individually in two phases. ✓ In the <i>first phase</i>, called performance proper, the subjects are shown the cards and are asked to tell what they see in each of them. ✓ In the <i>second phase</i>, called inquiry, a detailed report of the response is prepared by asking the subject to tell where, how, and on what basis was a particular response made.
<p><i>Thematic Apperception Test (TAT)</i> by Morgan and Murray</p>	<ul style="list-style-type: none"> ✓ The test consists of 30 black and white picture cards and one blank card. Each picture card depicts one or more people in a variety of situations. ✓ Each picture is printed on a card. Twenty cards are appropriate for a subject, although a lesser number of cards (even five) have also been successfully used. ✓ The subject is asked to tell a story describing the situation presented in the picture: What led up to the situation, what is happening at the moment, what will happen in the future, and what the characters are feeling and thinking? ✓ The test has been modified for children and for the aged. Uma Chaudhury’s Indian adaptation of TAT is also available.

<i>Rosenzweig's Picture-Frustration (PF) Study by Rosenzweig</i>	<ul style="list-style-type: none"> ✓ This test was developed to assess how people express aggression in the face of a frustrating situation. ✓ The test presents with the help of cartoon-like pictures a series of situations in which one person frustrates another, or calls attention to a frustrating condition. ✓ The subject is asked to tell what the other (frustrated) person will say or do. ✓ Pareek has adapted this test for use with the Indian population.
<i>Sentence Completion Test</i>	<ul style="list-style-type: none"> ✓ This test makes use of a number of incomplete sentences. ✓ The starting part of the sentence is first presented and the subject has to provide an ending to the sentence. ✓ It is held that the type of endings used by the subjects reflect their attitudes, motivation and conflicts.
<i>Draw-a-Person Test</i>	<ul style="list-style-type: none"> ✓ It is a simple test in which the subject is asked to draw a person on a sheet of paper with the help of a pencil and eraser. ✓ After the completion of the drawing, the subject is generally asked to draw the figure of an opposite sex person. ✓ Finally, the subject is asked to make a story about the person as if s/he was a character in a novel or play. ✓ Some examples of interpretations are as follows: Omission of facial features suggests that the person tries to evade a highly conflict-ridden interpersonal relationship. ✓ Graphic emphasis on the neck suggests lack of control over impulses.

● BEHAVIOURAL ANALYSIS

- ❖ A person's behaviour in a variety of situations can provide us with meaningful information about her/his personality.
- ❖ An observer's report may contain data obtained from interview, observation, ratings, nomination, and situational tests.

❖ *Procedures of Behavioural Analysis:*

- (i) **Interview:** It is a commonly used method for assessing personality which involves talking to the person being assessed and asking specific questions. Interviews may be structured or unstructured.
 - The *structured interviews* address very specific questions and follow a set procedure. This is often done to make objective comparison of persons being interviewed. Use of rating scales may further enhance the objectivity of evaluations.
 - In *unstructured interviews*, the interviewer seeks to develop an impression about a person by asking a number of questions. The way a person presents her/himself and answers the questions carries enough potential to reveal her/his personality.
- (ii) **Observation:** The use of observation requires careful training of the observer, and a fairly detailed guideline about analysis of behaviours in order to assess the personality of a given person.

Limitations of Observation:

- *Professional training* required for collection of useful data through these methods is quite demanding and time-consuming.
 - *Maturity* of the psychologist is a pre-condition for obtaining valid data through these techniques.
 - *Mere presence of the observer* may contaminate the results. As a stranger, the observer may influence the behaviour of the person being observed and thus not obtain good data.
- (iii) **Behavioural Ratings:** Behavioural ratings are frequently used for assessment of personality in educational and industrial settings.
 - Behavioural ratings are generally taken from people who know the assessee intimately and have interacted with her/him over a period of time or have had a chance to observe her/him.
 - They attempt to put individuals into certain categories in terms of their behavioural qualities. The categories may involve different numbers or descriptive terms.

Limitations of Rating:

- Raters often display certain biases that colour their judgments of different traits. For example, most of us are greatly influenced by a single favourable or unfavourable trait. This often forms the basis of a rater's overall judgment of a person. This tendency is known as the *Halo Effect*.
 - Raters have a tendency to place individuals either in the middle of the scale (called middle category bias) by avoiding extreme positions, or in the extreme positions (called extreme response bias) by avoiding middle categories on the scale.
- (iv) **Nomination:** This method is often used in obtaining peer assessment.
- In using nomination, each person is asked to choose one or more persons of the group with whom s/he would like to work, study, play or participate in any other activity.
 - The person may also be asked to specify the reason for her/his choices.
 - Nominations, thus received may be analysed to understand the personality and behavioural qualities of the person. It is affected by personal biases.
- (v) **Situational Tests:** The most commonly used test of this kind is the situational stress test.
- The test requires a person to perform a given task with other persons who are instructed to be non-cooperative and interfering.
 - The test involves a kind of role playing. The person is instructed to play a role for which s/he is observed.
 - A verbal report is also obtained on what s/he was asked to do. The situation may be realistic one, or it may be created through a video play.
 - It provides us with information about how a person behaves under stressful situations.

QUESTION BANK

MULTIPLE CHOICE QUESTIONS

1. Anup lacks patience, exhibits high motivation, feels burdened with work and always seems to be in a hurry. He needs to take care of himself as such people are prone to ailments like:
(a) Cancer (b) Depression
(c) Coronary heart disease (d) None of these
2. The personality of an individual across situations and time periods is characterised by:
(a) Fluctuation (b) Consistency (c) Variation (d) Differentiation
3. Manish had no recollection of the bicycle he received as a gift on his tenth birthday. But when Neeru reminded him about the same, he was able to recall it. This is because memories of his birthday were lying in the _____ level.
(a) Unconscious (b) Pre-conscious (c) Conscious (d) Super-conscious
4. _____ personality is characterised by proneness to depression.
(a) Type-A (b) Type-B (c) Type-C (d) Type-D
5. Shobhita did not get admission in the college of her choice. She told her friends that she never really wanted to go there. She is using a defence mechanism called:
(a) Repression (b) Projection (c) Reaction formation (d) Denial
6. _____ way of reducing anxiety by distorting reality.
(a) Super-eg (b) Defence mechanism (c) Conscientiousness (d) None of these
7. Value judgement of a person about himself/herself is called _____.
(a) Self-esteem (b) Self-regulation (c) Self-efficacy (d) Self-cognition
8. The notion of _____ is based on Bandura's social learning theory.
(a) Self-esteem (b) Self-efficacy (c) Self-regulation (d) Self-cognition

9. According to the Indian approach, personality is combination of _____ Gunas.
 (a) 2 (b) 3 (c) 1 (d) None
10. Minnesota Multiphasic Personality Inventory:
 (a) It was developed by Hathway and McKinley.
 (b) It was effective in identifying varieties of psychopathology.
 (c) The revised type is called MMPI-2.
 (d) All of these
11. Eysenck originally developed _____ a highly researched factor theory personality.
 (a) An interpersonal trait model (b) A sixteen factor model
 (c) A three factor model (d) The Big Five
12. The Thematic Apperception Test (TAT) was developed by:
 (a) Morgan and Murray (b) Hathaway and McKinley
 (c) Hermann Rorschach and Cattle (d) None of these
13. The advantage of projective personality tests is that they are not _____.
 (a) transparent the subject. (b) translucent (c) opaque (d) understood
14. Formal assessment is _____, standardised and organised.
 (a) Objective (b) Subjective (c) Narrative (d) Descriptive
15. Which of these tests are implemented by psychologists to try and assess the personality of a person?
 (a) Psychometric Tests (b) Projective Personality Tests
 (c) Behavioural Tests (d) All of these
16. Goals and ideals that are considered important and worthwhile to achieve indicate ones _____.
 (a) Values (b) Habit (c) Trait (d) Disposition
17. Which of these dimensions was added later on in the EPQ test?
 (a) Tough/tender way of social interaction (b) Introvert/extrovert
 (c) Emotionally stable/unstable (d) None of these
18. _____ provides us information on how a person behaves under stressful conditions.
 (a) Behavioural tests (b) Stress tests (c) Situational tests (d) All of these
19. The five-factor model of personality was given by:
 (a) H.J. Eysenck (b) Morgan and Murray
 (c) Paul Costa and McCrae (d) Hathaway and Mckinley
20. The definition of a healthy self actualising person is based on which of the following theories?
 (a) Behaviorist (b) Situationist (c) Humanistic (d) Cultural
21. The self-report measures were proposed by:
 (a) Allport (b) Mckinley (c) Jung (d) Eysenck
22. _____ devised MMPI inventory.
 (a) Hathway and McKinley (b) Allport (c) Eysenck (d) Morgan and Murray
23. Personality Factor (16-PF) questionnaire was developed by:
 (a) Cattell (b) Allport (c) McKinley (d) Morgan
24. _____ theory focuses on the specific psychological attributes along which individuals tend to differ in consistent and stable ways.
 (a) Type approach (b) Trait approach (c) Interaction approach (d) Situationism
25. Projective techniques is based on the concept of:
 (a) Unconscious feelings (b) Conscious feelings (c) Subconscious feelings (d) Expressions

26. Personality is characterised by:
 (a) It has both physical and psychological components. (b) Its expressions in terms of behavior is fairly immune.
 (c) Its main features don't change with time. (d) All of these
27. The second phase of the Rorschach Inkblot Test is called _____
 (a) Inquiry (b) Performance proper (c) Observation (d) Acquiescence
28. Who gave the Indian adaptation of Thematic Apperception Test (TAT)?
 (a) Uma Chaudhary (b) Pareek (c) JP Das (d) Uday Shankar
29. The *Trigunas* are:
 (a) Vata, Pitta, Kaph (b) Sattva, Rajas, Tamas
 (c) Pitta, Rajas, Sattva (d) Kapha, Mastva, Pitta
30. According to the Draw-a-Person Test graphic emphasis on the neck suggests:
 (a) Organic brain disease (b) Lack of control over impulses
 (c) Conflict-ridden interpersonal relations (d) Pre-occupation with headaches
31. What is the main objective of the Draw-a-Person Test?
 (a) To reveal aggression levels of the person (b) To help people understand themselves
 (c) To understand unconscious motives (d) To check the motor skills of a person
32. In psychological terms personality refers to our characteristic ways of responding to:
 (a) Places and things (b) Individual and situations
 (c) Plants and animals (d) Negative and positive emotions
33. _____ theory focuses on the specific psychological attributes along which individuals tend to differ in consistent and stable ways.
 (a) Type approach (b) Trait approach (c) Interaction approach (d) Situationism
34. A person who believes that he has the ability required by a particular situation demonstrates _____.
 (a) High self-esteem (b) High self-regulation (c) High self-concept (d) High self-efficacy
35. Self-efficacy is based on social learning theory of:
 (a) Carl jung (b) Erikson (c) Freud (d) Bandura
36. Who proposed a typology of personality based on fluid or humour?
 (a) Freud (b) Hippocrates (c) Friedman and Rosenman (d) Eysenck
37. A famous treatise on Ayurveda which classifies people into the categories of *Vata*, *Pitta* and *Kapha*, it is called:
 (a) Guna (b) Prakriti (c) Charak Samhita (d) Tridosha
38. The are fat, soft and round :
 (a) Endomorphs (b) Ectomorphs (c) Mesomorphs (d) Metamorphs
39. It refers to our ability to organise and monitor our own behaviour.
 (a) Self-efficiency (b) Self-esteem (c) Self-regulation (d) Self-concept
40. Western culture are characterised by _____
 (a) Individualistic (b) Collectivistic (c) Self (d) Nature
41. Making judgment about our own values is known as:
 (a) Self-regulation (b) Self-esteem (c) Self-concept (d) Self-efficacy
42. Carl Jung theory is known as _____.
 (a) Five stage theory (b) Analytical psychology (c) Cardinal theory (d) One-factor theory
43. _____ emerges in relationship with others and emphasis aspects of life as unity, cooperation is known as:
 (a) Personal-self (b) Social-self (c) Social-identity (d) Personal-identity
44. Attributes of a person that make him/her different from others are called _____.
 (a) Social-identity (b) Personal-identity (c) Social-control (d) Social-self
45. Western culture are characterised by _____.
 (a) Individualistic (b) Collectivistic (c) Self (d) Nature

46. Rewarding behaviours that gives pleasant outcomes:
 (a) Self-instruction (b) Self-reinforcement (c) Self-control (d) Self-regulation
47. _____ refers to the totality of an individual's conscious experiences, ideas, thoughts and feelings with regard to herself/himself.
 (a) Personality (b) Trait (c) Self (d) Repression
48. Primordial images are also called as:
 (a) Archetypes (b) Neo-analytic (c) Psycho-analytic (d) Factors
49. Which approach attempts to understand personality in relation to the features of ecology and cultural environment?
 (a) Humanistic Approach (b) Behavioral Approach (c) Cognitive Approach (d) Cultural Approach
50. Concepts of inferiority complex is given in _____ theory.
 (a) Individual psychology (b) Pro-social theory (c) Five stage theory (d) Analytical psychology
51. Optimistic view of human life with emphasis on human growth and self actualisation, in the post-Freudian era was given by:
 (a) Erik Erikson (b) Erich Fromm (c) Karen Horney (d) Alfred Alder
52. Social beings desire for freedom, striving for justice and truth are a part of whose theory?
 (a) Erich Fromm (b) Erick Erikson (c) Carl Rogers (d) JP Guilford
53. Attraction towards father and hostility towards mother is the key feature of _____.
 (a) Inferiority Complex (b) Electra Complex (c) Identity Complex (d) Oedipus Complex
54. _____ is based on the story of a Greek character, who induced her brother to kill their mother.
 (a) Inferiority Complex (b) Electra Complex (c) Identity Complex (d) Oedipus Complex
55. What is the structural unit of personality for behaviourists?
 (a) Response (b) Fixation (c) Stimulus (d) Repression
56. According to which approach personality is considered as the response of an individual to the environment?
 (a) Cognitive Approach (b) Humanistic Approach
 (c) Cultural Approach (d) Behavioral Approach
57. What is the key idea proposed by Carl Rogers?
 (a) Adaptation (b) Fully functioning person (c) Socialisation (d) Self-actualisation
58. Name one person who has contributed to the development of humanistic perspective of personality.
 (a) JP Guilford (b) Alfred Adler (c) Carl Rogers (d) Karen Horney
59. When social conditions are positive, then self concept and self esteem are:
 (a) Low (b) High (c) Medium (d) Don't change
60. An observer's report may contain data obtained from:
 (a) Interview (b) Observation (c) Ratings (d) All of these
61. Which theory aims to create an atmosphere of unconditional positive regard in order to ensure high self-concept?
 (a) Bio-feedback (b) Electric Shock
 (c) Humanistic therapy (d) Psychodynamic therapy
62. The theory of self-actualisation was given by:
 (a) Carl Rogers (b) Karen Horney (c) Erik Erikson (d) Abraham Maslow
63. _____ a method commonly used for the assessment of personality in educational and industrial settings.
 (a) Interview (b) Observation (c) Behavioral ratings (d) Nomination
64. Situation tests are :
 (a) Those which provide us with information about how a person behaves under stressful situations.
 (b) Those used for assessment of personality in educational and industrial settings.
 (c) Those used for the assessment of personality of a person.
 (d) Those which involve talking to the person being assessed and asking specific questions.

65. Which method is often used in obtaining peer assessment?
 (a) Interview (b) Observation (c) Behavioral ratings (d) Nomination
66. Structured interviews:
 (a) Address specific questions
 (b) Follow a set procedure
 (c) Help to make objective comparison of persons interviewed
 (d) All of these
67. Tendency to place individuals in the extreme positions is called _____.
 (a) Halo effect (b) Middle category bias
 (c) Extreme response bias (d) Acquiescence
68. Most of us are greatly influenced by a single favourable or unfavourable trait that results in creating biases in our judgement. This is known as the _____.
 (a) Halo effect (b) Middle category bias
 (c) Extreme response bias (d) Acquiescence
69. The most commonly used situational test is _____.
 (a) Interview (b) Observation
 (c) Behavioral ratings (d) Situational stress test
70. Identify the test in which endings used by the subjects reflect their attitudes, motivation and conflicts.
 (a) Thematic Apperception Test (b) Rosenzweig's Picture-Frustration Study
 (c) Sentence completion test (d) Draw a person test
71. A tendency of the subject to agree with items/questions irrespective of their contents is better known as _____.
 (a) Halo effect (b) Middle category bias (c) Extreme response bias (d) Acquiescence
72. _____ test has been found extremely useful in career guidance, vocational exploration, and occupational testing.
 (a) 16 PF (b) TAT (c) EPQ (d) MMPI
73. A person scoring high on _____ dimension tends to be hostile and ego-centric.
 (a) Sociability (b) Neuroticism (c) Extraversion (d) Psychoticism
74. Failure of a child to pass successfully through a psychosexual stage leads to _____ to that stage.
 (a) Regression (b) Fixation (c) Electra complex (d) Oedipus complex
75. What is the basis purpose of defence mechanisms?
 (a) To help a person to physically defend themselves in a hazardous situation.
 (b) To help a person from fear of lying.
 (c) To defend and protect the impulsive desires of the id.
 (d) To protect the ego from anxious feelings, including guilt.
76. Reaction formation involves what type of behaviour?
 (a) Behaving often in the opposite way to one's impulses (b) Denying the seriousness of the problem
 (c) Scapegoating behaviour (d) Displaying our anger on others
77. Pick the correct order of the psychosexual stages in development by Freud.
 (a) repression, denial, projection, isolation, regression (b) oral, anal, phallic, latency, genital
 (c) latency, oral, denial, anal, genital (d) birth, child, adult, die
78. Forcing thoughts to remain unconscious in order to avoid the anxiety is which Freudian defense mechanism?
 (a) Denial (b) Isolation (c) Regression (d) Repression
79. Aruna lost her husband but still iron's his office clothes is using which defence mechanisms?
 (a) Denial (b) Isolation (c) Regression (d) Repression

Input-Text Based MCQs

Read the passage and answer the questions that follow (80 to 82).

The most widely known and used story telling technique is the Thematic Apperception Test (TAT) that was developed in 1935. The idea behind the test was that the content imagined stories would provide clues to regarding the interpersonal relationships and self-attitudes of an individual. The TAT is a widely used projective technique for the assessment of children and adults. It is designed to unveil an individual's perception of interpersonal relationships. Thirty one picture cards serve as stimuli for stories and descriptions about relationships or social situations. Cards include specific subsets for boys, girls, men, and women. The test is useful as part of a comprehensive study of in personality and in the interpretation of many psychosomatic illnesses, neuroses, and psychoses.

80. Who developed the Thematic Apperception Test (TAT)?
(a) Morgan and Murray (b) Rosenweigh (c) Rorschsch (d) Hippocrates
81. How many cards are used in the Thematic Apperception Test?
(a) 30 (b) 31 (c) 32 (d) 33
82. Who gave the Indian adaptation of the Thematic Apperception Test?
(a) JP Das (b) Udaypareek (c) Uma Choudhary (d) Mohsin

Read the passage and answer the questions that follow (83 to 85).

A trait is considered as a relatively enduring attribute or quality on which one individual differs from another. They are relatively stable over time and is generally consistent across situations. Their strengths and combination vary across individuals leading to individual differences in personality. According to Allport, there are three types of traits: Cardinal, Central, secondary. Cardinal traits are extremely dominating in one's personality. Another important aspect is that these traits are highly consistent and can be seen in almost all behaviours of this individual irrespective of the situation concerned. Central traits are more like job testimonials. Secondary traits reflect one's likes and dislikes.

83. Gandi's Nonviolence is an example of which trait?
(a) Central dispositions (b) Cardinal dispositions
(c) Secondary dispositions (d) All of these
84. While writing your skills you often wroytee hardworking, sincere, lively, etc. This is an example of:
(a) Central dispositions (b) Cardinal dispositions (c) Secondary dispositions (d) None of these
85. What do you understand the term "trait"?
(a) Trait is quality on relatively enduring attribute or which one individual differs from another.
(b) Trait refers to individual differences in characteristic patterns of thinking, feeling and behaving.
(c) Both (a) and (b)
(d) None of these

ANSWERS

Multiple Choice Questions

- | | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. (c) | 2. (b) | 3. (b) | 4. (d) | 5. (c) | 6. (b) | 7. (a) | 8. (b) | 9. (b) | 10. (d) |
| 11. (c) | 12. (a) | 13. (a) | 14. (a) | 15. (d) | 16. (a) | 17. (a) | 18. (c) | 19. (c) | 20. (c) |
| 21. (a) | 22. (a) | 23. (a) | 24. (b) | 25. (a) | 26. (d) | 27. (a) | 28. (a) | 29. (b) | 30. (b) |
| 31. (a) | 32. (b) | 33. (b) | 34. (d) | 35. (d) | 36. (b) | 37. (d) | 38. (a) | 39. (c) | 40. (a) |
| 41. (b) | 42. (b) | 43. (b) | 44. (b) | 45. (a) | 46. (b) | 47. (a) | 48. (a) | 49. (d) | 50. (a) |
| 51. (c) | 52. (a) | 53. (b) | 54. (d) | 55. (a) | 56. (d) | 57. (b) | 58. (c) | 59. (b) | 60. (d) |
| 61. (c) | 62. (d) | 63. (c) | 64. (a) | 65. (d) | 66. (d) | 67. (c) | 68. (a) | 69. (d) | 70. (c) |
| 71. (d) | 72. (a) | 73. (d) | 74. (b) | 75. (c) | 76. (a) | 77. (b) | 78. (d) | 79. (a) | |

Input-Text Based MCQs

80. (a) 81. (b) 82. (c) 83. (a) 84. (b) 85. (c)